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ABSTRACT

This instructional package is designed to help improve the services offered to community college students by registration staff members and can be used as a reference guide or an instructional tool. The materials contain a manual that the learner uses in conjunction with a sound/filmstrip presentation, a transcript of the sound/filmstrip, and a description of a workshop for new employees or clerical staff members temporarily assigned to assist with student registration. The focus of the materials is on defining the employee's role in the registration process through practicing useful interpersonal relationship skills and simulating encounters between staff and students. Sample forms are also included for the workshop leader and participants. (JAC)

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REGISTRATION: THE IMPORTANT FIRST IMPRESSION

A Transcript of a Sound/Filmstrip
Presentation

Phyllis Beaver
Macomb Community College
Mt. Clemens, MI

1981

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TO THE EDUCATIONAL RESOURCES
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TO: Community College Registrars

FROM: Phyllis Beaver, Project Designer, Producer, Coordinator

SUBJECT: Instructional Package for Registration Workers

We here present you with an instructional package, compliments of the Michigan Department of Education. It is entitled "Registration: The Important First Impression." We think it will help you improve the services by your staff.

The package is composed of the following:

- * A sound/filmstrip presentation
- * A manual that the learner used in conjunction with the presentation
- * A description of a suggested workshop

This package is most effective when all three of its components are used. The manual is interactive with the presentation, and the workshop reinforces the learning acquired from the audio-visual presentation and manual.

Suggested Audience

- * Part-time registration workers who are new to the job
- * Part-time and full-time clerical staff who sometimes help with registration

If you have any questions concerning the implementation of the package or if you would like to order any of the components, please contact:

Phyllis Beaver
Administrative Intern
Research Department A-202
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44575 Garfield Road
Mount Clemens, Michigan 48044
(313) 286-2068

Implementation

For New Workers

At the interview, after a registration worker is hired, the new staff member should be given the manual as well as a packet of the materials that a student would receive at registration.

When discussing and introducing the workers to the package it is important to mention the following points in this order:

- Tell the worker to keep the registration materials and the manual
- Ask the worker to take a few minutes to read Part I and try to answer the questions. Stress the fact that the Self Check is optional.
- Advise the worker to read Part II immediately after Part I.
- Alert the worker that there will be an audio-visual presentation after the reading of Part II is done.
- Allow the worker to ask questions before the presentation.
- When all questions have been answered, direct the worker to the place where the program will be shown.

For Staff Who Sometimes Help with Registration

These members of the staff can view the presentation and work through the manual individually or as a group, using the procedures described above.

Hints

1. The programmed learning center or media center may be used for the individualized learning situation
2. The registrar's office may be used for the individualized or small group learning situation

3. A vacant room or auditorium may be used for groups larger than six people
4. Wherever the presentation is shown, the area should be dimly lit to provide ample light for reading and writing.

Instructions for Operating the Sound/Filmstrip Presentation

Equipment Specifications

You may use any filmstrip projector which has an accompanying or built-in cassette tape player. The player must be able to advance the program, using a 1000 Hz or a 50 Hz visual advance capability.

Operating Procedures

- Follow the directions for your particular machine, making sure to handle the film carefully. When you advance the film in the machine you will see the beginning frames in the following order:
 1. Three "START" frames that have a green background
 2. Nine blank frames which are black
 3. One frame that reads "FOCUS." At the bottom of that frame it says, "Advance to next frame and start sound."
- At this point, you should advance to the next frame which is blank. All you will see is black.
- Insert the cassette so it will play side one. To be sure that you are at the beginning of the tape, push the rewind button of the cassette player.
- Push the play button and turn up the volume. You will hear music, and then your machine will advance the film to the next frame.
- It is best to go through these procedures a few times before you show the presentation the first time.

It will be helpful to make a copy of the instructions listed above and keep them with the filmstrip and cassette.

Options for presentation:

1. The operating procedure discussed on the previous page can utilize a projector that looks like a little television set. With this small screen it is best to involve no more than three learners.
2. You may wish to project a picture on a screen or white wall. Then you would use a filmstrip projector and an accompanying synchronized cassette player. This is appropriate to use with three or more learners.
3. You may order the presentation in 35 mm slides and use any Kodak carousal projector equipped with a remote control jack. With the sound/slide program, any tape recorder/player can be used that has a built-in synchronization, playing a 1000 Hz visual advance. This is appropriate for individualized as well as large group instruction.
4. You may make your own slides by cutting out each of the frames of the filmstrip and then inserting them in special slide holders. The projected pictures will appear smaller than the 35 mm projected slide pictures. This is appropriate for individualized as well as large group instruction.

(Blank)

Slide 1



Registration: The Important First Impression

Slide 2



Congratulations on your appointment to our college staff. We know you will find your work at registration this year both rewarding and enjoyable.

Slide 3



I have had the pleasure of working on registration here at the college for several years, and I find my job more rewarding and more gratifying each time I participate in another registration, and I've met a lot of wonderful people over the years, and I've learned a great deal about how to work effectively with others.

Slide 4



I've also learned how to make that important first impression. I plan to pass along some of the secrets I've learned that have helped me with my work on registration. The purpose of this presentation is to

Slide 5



First demonstrate the important role we play in the entire registration process and then help you practice some important interpersonal relationship skills you will find useful.

Slide 6



In the packet of materials you received from the registrar you were given all of the forms that a student might receive during registration. These change from one semester to the next. In addition, the student might be bringing the schedule of classes, the college catalog, and a permit to register. It's the job of the workers at each station to process information that is included on these forms.

Slide 7



As a result, each of us takes care of one link in the long chain of procedures that must take place.

Slide 8



If that one link is not carried out properly, the entire chain for that student could be broken.

Slide 9



In the next two situations see whether or not you can identify the procedure that was assigned to the worker. There will be clues in each picture to help you figure out the responsibilities of each registration worker. A male worker is greeted by an old friend who has come to register. They get engrossed in conversation.

Slide 10



Friend: Gee, it's so great seeing you again. You really look wonderful.

Slide 11



Worker: Thank you. You look fantastic. What's your secret for keeping perpetually beautiful?

Friend: Wow, you sure know how to make a gal happy.

Worker: Are you going with anyone?

Slide 12



Friend: No, I'm unattached.

Worker: Can I call you tonight?

Friend: Sure.

Worker: Great, talk to you later.

In your manual, beginning with Part III you can choose one of the following jobs that was assigned to the registration worker.

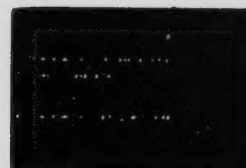
Slide 13



1. Directs people to the class cards station
2. Gives out class cards
3. Distributes parking permits and directs people to the class cards station
4. Directs people to parking permit area

If you chose number three, you are correct.
Distributes parking permits and directs
people to the class card station.

Slide 14



"Were you supposed to give me something for
registration?"

Slide 15



As you can see from this example, it's quite
easy to get distracted from our job. It's
critical for us to constantly keep in mind
that our assigned task is of utmost importance.

Let's try another situation. Could you please
tell me the last four digits of your social
security

Slide 16



Number?

Slide 17



Second Student: I need somebody to help me.
I'm confused and want to find a counsellor.

Worker: Just one minute please. I'm helping
this young lady, and as soon as I.....

Second Student: But I really have a problem.

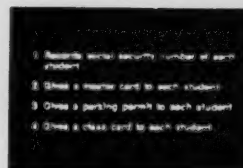
Worker: I'll be with you in a moment.

Second Student: I'm going to report you to
your supervisor.

Which job was assigned to the registration
worker?

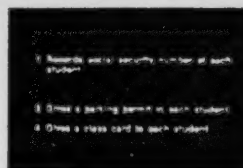
1. Records social security number on each
student
2. Gives a master card to each student
3. Gives a parking permit to each student
4. Gives a class card to each student

Slide 18



Number two is correct. Gives a master card
to each student.

Slide 19



When you first receive your instructions for your job description there'll usually be something you will have to remember to ask the students or tell them. It could be as long as four or five sentences or could be as short as just a few words. For example, you might be the person who says to a student, "Please be sure you write your social security number on the back of your check." That seems very easy. You get your little phrase down pat and find yourself saying it a few hundred times, and then oftentimes a few words accidentally get.....

Slide 20



dropped from the phrase: "Please make sure you write your social security number on your check." Sometimes a person will paraphrase a message that will alter the entire meaning. Here's a beauty I'll never forget: "Don't forget your social security numbers." Now to help you remember the importance of repeating complete phrases, you'll be asked repeatedly throughout this presentation to jot down the following phrase:

Slide 21



"Please make sure you write your social security number on the back of your check." Now remember, this is not necessarily the phrase you'll say at registration, it's just an example of a phrase commonly used at many college registrations.

Slide 22



When somebody asks me what I do at registration, I usually give them the one-liner, like, "I check section numbers" or "I pull class cards." It always sounds so insignificant and routine, but in reality I do so much more.

Slide 23



We, as registration workers have an important public relations role. We not only represent the college in carrying out a successful registration, but we also help each person go through the registration process in the most efficient way. Whenever necessary we represent the student's needs as accurately as possible. Throughout registration I've encountered many problems.

Slide 24



I know I can always turn to my supervisor if I'm ever in doubt. Each time a decision must be made or action must be taken I always try to remember my responsibilities:

Slide 25



I must be aware of the needs of the college,

Slide 26



as well as those of the students. Try

Slide 27



this one for practice.

Slide 28



Student: This is ridiculous. I'll never be able to fill out all of these forms. Could you help me fill out some of them?

As the registration worker you must decide the best way to answer this student. You can mark off your choices beginning in your manual.

Slide 29



1. Well, you got to do it, and I'm not allowed to help you.
2. There really aren't that many forms. It just seems that way.
3. Oh, I know just how you feel. They give you so many forms to fill out. Give me one, and I'll start you off.
4. I'll be right here to answer any specific questions you might have, but I have to be available to help other students who might need me.

Slide 30



Which answer seems to indicate that you are aware of both the needs of the college as well as those of the student?

If you chose number four you're correct. "I'll be right here to answer any specific questions you might have, but I have to be available to help other students who might need me." Now underline the most appropriate answer for the following: Does number one show you are aware of the needs of the college or the needs of the student? Does number two show you are aware of the needs of the college or the needs of the student? Does number three show you are aware of the needs of the college or the needs of the student?

(Silence)

Let's try one more. We're at the last station, and it's time to pay the fee.

Student: Oh no, I don't believe it. I left my checkbook at home, and I don't have enough cash, and I don't have a credit card. What am I going to do?

Worker: There's no problem. We'll hold your cards for you until eight o'clock tonight. You can come back tonight and pay. That's our policy.

Student: It's really impossible because I have to report for military duty one hour from now so it's impossible for me to get back by eight tonight. I'm graduating this semester, and all of the classes I'm signed up to take are requirements. It's crucial that I be in those classes.

As the worker, how should you respond?

Slide 31



Slide 32



Slide 33



Slide 34



1. Look, don't worry. Just come back Monday and pay, and I'll make sure you get your cards.
2. Don't worry about it. I'll put out the money for you, and you can come by and pay me on Monday. Have a nice week-end.
3. You'll have to pay by eight o'clock p.m. That's our policy. We're simply not allowed to make exceptions.*
4. I understand your predicament. I'll get one of our supervisors to discuss the problem with you.

Slide 35



Which answer seems to indicate that you are representing the college and the student?

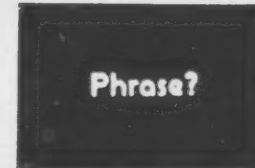
If you chose number four you are correct.

Slide 36



Before we continue, please write down the phrase you were asked to recall.

Slide 37



Please make sure you write your social security number on the back of your check.

Slide 38



Many of us who work on registration are students at the college or have taken classes here in the past. It's often quite tempting to give advice to a person in distress.

Slide 39



*This might not necessarily be the policy on your campus. Your supervisor will bring you up to date on all college registration policies.

Over the years I've heard workers giving all kinds of information that turned out to be erroneous. My policy--

Slide 40



keep my gear in neutral. Never shift to personal opinion. It's very easy to be neutral and yet empathetic. The good workers I've met are empathetic or accepting without being judgmental. In the next.....

Slide 41



few scenes you'll have a chance to put some of these ideas into action when you choose what you believe are the best answers to give students. What would you say to this person?

Slide 42



Student: This is just horrible. It's my first time registering, and I have to take English. I don't know one teacher from another. I don't know which section to take.

Check the most appropriate answer.

Slide 43



1. Oh, I really feel sorry for you, but Suzy over there can help you because she's been a student here for a long time.
2. All of our English teachers are good. You just pick a good time for English, and we'll do the rest.
3. I understand how you feel. You'll find our advisors and counsellors helpful in alleviating the problem.
4. I know how you feel. English was always difficult for me, but I've heard over the years that the instructor for section #1011 is great.

In this case number three would be the most appropriate answer. I understand how you feel. You'll find our advisors and counsellors helpful in alleviating the problem.

Slide 44



Here is a situation I remember from last registration. What would you say to this student?

Slide 45



The student has just discovered there is a problem with his record, and he can't register.

Slide 46

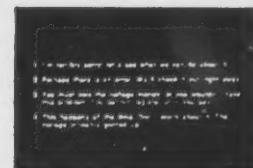


Student: I had this problem two years ago. I owed some money and took care of the situation. Do you mean they still haven't straightened this thing out?

Choose the most appropriate answer.

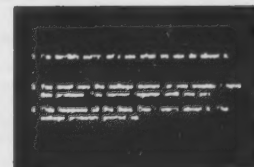
1. I'm terribly sorry; let's see what we can do about it.
2. Perhaps there is an error. We'll check it out right away.
3. You must owe the college money or you wouldn't have this problem. You can't register until you pay.
4. This happens all of the time. Don't worry about it. The college probably goofed up.

Slide 47



If you chose number two you were correct. Perhaps there is an error. We'll check it out right away.

Slide 48



Let's try one more situation when being neutral and empathetic is our goal.

Slide 49

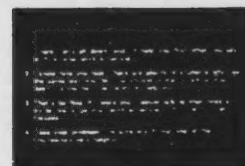


Student: This is absurd. I arranged my work schedule around my classes, and now I can't even get the sections I wanted. You guys don't care about the student who works.

Choose the correct answer.

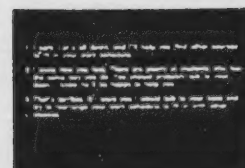
Slide 50

1. I care. Let's sit down, and I'll help you find other courses to fit in your schedule.
2. I know how you feel. There are plenty students who feel the same way you do. You should probably talk to your dean. I know he'll be happy to help you.
3. That's terrible. If I were you I would talk to your boss and try to rearrange your work schedule to fit in with other classes.
4. I see your problem. I'm sure you'll find one of the counsellors over there very helpful.



Number four was the most appropriate answer. I see your problem. I'm sure you'll find one of the counsellors over there very helpful.

Slide 51



Now let's hear that phrase again. Please make sure you write your social security number on the back of your check.

Slide 52



Now let's review some of the main ideas we've discussed.

Slide 53

1. Remember your assigned procedure.



2. Memorize your key phrase.

Slide 54



3. Remember we must be aware of the needs of the college as well as those of the student.

Slide 55



4. Be neutral but empathetic.

Slide 56



In addition we must remember the directives that are listed in the manual. They're the following:

Stay at your station.

Slide 57



Eat, drink, and smoke only at designated areas.

Slide 58



Smile and address students by name.

Slide 59



Be the first to greet students.

Slide 60



Speak clearly, briefly, and courteously.

Slide 61



Speak in normal tones.

Slide 62



Ask question that can be answered "Yes" or "No".

Slide 63



Face students when you talk to them.

Slide 64



Dress in appropriate business attire.
Now

Slide 65



You're going to see three episodes in which registration workers are interacting with students. You are to identify the ineffective dialogue or actions of the workers. There could be two, three, four, or five examples of inappropriate behaviors in each episode. This worker is assigned to the station where ethnic information is requested. A French speaking student asks in broken English--

Slide 66



Student: Que dois-je faire? How do I register on this card?

Slide 67



Worker: Mark what race you are.

Student: I am not in a race. I do not run.

Worker: No, not that kind of race. Just mark this one "White Non-Hispanic".

Jot down what the worker did that was ineffective. Here are three possible answers.

1. Smoked on the job
2. Spoke loudly
3. Spoke discourteously

Slide 68



Now, let's see the same situation done correctly.

Slide 69



Student: Que dois-je faire? How do I register on this card?

Worker: There are six ethnic groups listed on this card: American Indian or Alaskan Native and so on. You are to choose which ethnic group you belong to and then check the appropriate box.

Student: Oh, thank you.

Here a worker is assigned to the station where all of the registration forms are checked. A handicapped student is fumbling around looking for all the forms.

Slide 70



Worker: Where are all of your forms?

Student: I'm trying to find them.

Worker: What are you trying to say?

Student: I'm trying to find them?

Worker: Here, I'll help you look for them.

Slide 71



Just what the worker did that was ineffective. Here are five possible answers.

1. Spoke loudly
2. Ate on the job
3. Did not ask questions with "yes" and "no" answers
4. Spoke discourteously
5. Acted rudely

Slide 72



Now, let's see the same situation done correctly.

Slide 73



Worker: Do you have your forms?

Student: Yes.

Worker: Would you like some help?

Student: Yes, thank you.

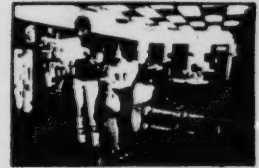
Now we're in the advising and counselling area.
This young lady is looking for some help from
the worker standing next to her.

Slide 74



Jot down what the worker did that was ineffective.
Here are three possible answers.

Slide 75



1. Did not greet the student
2. Did not seem to care
3. Dressed slovenly

Slide 76



Here is the same situation done correctly.

Slide 77



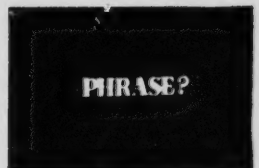
Worker: Hi, are you looking for some help?

Student: Yes, I need to speak to a counsellor
about one of my classes.

Worker: Sure, I'll introduce you to someone
who can help you.

Now please write your phrase for the last time.

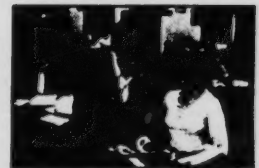
Slide 78



Please make sure you write your social security
number on the back of your check.

By now you have a clear picture of what a good
registration worker should be. You'll now have
an opportunity to see three people on the job.
Which one would you choose as the most effective
worker.

Slide 79



A student is handing his permit to a worker.

Slide 80



Worker: Hi Mr. Brady, I notice you're scheduled
to register next week.

Student: Yes, but I can't come at my designated
time so I came today.

Worker: Let's see if my supervisor can help you.

Slide 81

Worker number two.



Worker: Hi, how are you?

Slide 82

Student: Fine.



Worker: You're not supposed to register today.

Student: Yes, but I can't come at my designated time so I came today.

Worker: What seems to be the problem?

Slide 83

Student: Well, my sister is getting married next week. The wedding rehearsal is supposed to take place at the same time I've been told to register.



Worker: Oh, I see your problem. I'll give you a permit for today, and you can go right ahead and register right now.

Worker number three.

Worker: Hi, how are you?

Slide 84

Student: Fine.



Worker: I notice that you're scheduled to register next week.

Student: Yes, but I can't come at my designated time so I came today.

Worker: That's been a real problem for many people this term. We've had a lot of students registering, and several have requested a permit change.

Student: Can I get mine changed? I really want to register right now if I could.

Slide 85

Worker: Let's see if my supervisor can help you.



Which worker would you choose as the most effective...
One

Two

Slide 86



or three?

Slide 87



If you chose number one you are correct.

Slide 88



For the last several minutes we've watched several workers at registration.

Slide 89



As you can see, our work is extremely important to the college. Our responsibility is great.

Slide 90



We represent the college to hundreds of students who register each day. It is imperative that we leave a positive first impression.

Slide 91



(Music)

Slide 92



(Credits)

Slide 93



(Credits)

Slide 94

Original Music	Mike Reed
Narration	Fred Schwan
Design and Production	Phyllis Bower

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REGISTRATION:
The Important First Impression

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ACKNOWLEDGMENTS

This manual is a companion to an audio-visual presentation and workshop. The three segments make up an instructional package for registration workers.

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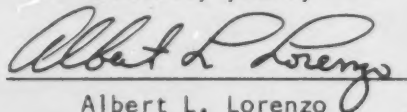
Phyllis Beaver
Department of Research
College Planning & Development
Macomb Community College

Dear Registration Worker,

Welcome to the staff of the college. I hope that your position will bring you great satisfaction.

This manual is yours to keep. You will find it to be a useful reference guide in your work.

Cordially yours,

A handwritten signature in cursive script, reading "Albert L. Lorenzo". The signature is written in dark ink and is positioned above a horizontal line.

Albert L. Lorenzo
President

This manual has been designed for registration workers. It is meant to be both a reference guide and an instructional tool. It is yours to keep.

You can use Part I to test yourself. See what you know about your new job. Part II tells you what your responsibilities are at registration. It includes some of the duties, rules, and regulations. They will be important for you to know before you begin working.

After you have read Part II, you will see a special program that will help you in your work at registration. This audio-visual presentation demonstrates certain communications skills. We feel that these skills are necessary in order for you to work successfully with the students.

There will be a registration workshop conducted before actual registration begins. At that time you will have an opportunity to practice some of the skills you have learned today. Your interviewer will let you know the date of the workshop.

If you are an experienced worker this instructional package will give you an opportunity to review your skills.

PART I**SELF -CHECK FOR EXPERIENCED WORKERS**

**THIS IS FOR YOUR USE ONLY, IT WILL NOT BE
GRADED OR EXAMINED BY ANYONE ELSE.**

**PLEASE READ THE FOLLOWING STATEMENTS AND THEN
CIRCLE "TRUE" OR "FALSE" AT THE END OF EACH.**

1. Your only responsibility is to perform your assigned procedure. True or False
2. You cannot become distracted from your work if you have learned how to perform your registration procedure. True or False
3. One of the biggest problems you will have on the job is trying to accurately repeat the phrase you were told to say to the students. True or False
4. When you answer a student's question, you must give a reply that shows you are more concerned about the needs of the student than the needs of the college. True or False
5. Always try to give the student as much help and advice as you possibly can. True or False

PART I (Continued)

6. Even though supervisors are very busy during registration, always attempt to contact them when in doubt rather than try to solve the problem with your own common sense. True or False
7. On the job, you should always be empathetic and understanding but not judgmental. True or False
8. When you are talking to students, always try to address them by name. True or False
9. It is impolite to ask questions that students can answer only with "yes" or "no". True or False
10. If you know you will be gone from your station for no longer than two minutes, you do not have to get permission from your supervisor. True or False

Check the answer key on page 40.

PART II**YOUR RESPONSIBILITIES BEFORE COMING TO WORK**

1. Review the exact procedure you were told to follow.
2. Memorize any key phrases that you are to say to the students.
3. Note the hours you are to work. Try to be on the job about 15 minutes before your shift begins.
4. Always notify your supervisor if an emergency arises and you are unable to come to work. Remember, you have made a commitment to a specific time schedule.
5. Dress in appropriate business attire.

PART II (Continued)**YOUR RESPONSIBILITIES AT YOUR STATION**

1. When in doubt, always consult your supervisor.
2. Your first concern is the students. When they are waiting, refrain from private conversation.
3. Be alert to ways in which you can help your co-workers.
4. Find out where the designated areas are for eating, drinking, and smoking.
5. Inform your supervisor if you want to leave your station for any length of time.
6. Turn in any lost articles to your supervisor.
7. Make sure your station is neat and clear of debris, especially at the beginning and end of your shift.

PART II (Continued)**YOUR RESPONSIBILITIES WHEN TALKING TO STUDENTS**

1. Listen attentively to students when they are speaking to you.
2. Be pleasant in your remarks to students. Flippant comments are in poor taste.
3. Speak in normal tones. Avoid being loud and boisterous. Be especially aware of speaking in normal tones when you talk to people who have difficulty communicating in English. In such situations it is quite a common error for us to speak more loudly than is necessary.
4. When speaking to students, always try to show your awareness of their needs as well as those of the college.
5. Give neutral responses to students. They do not want your advice or personal opinion.
6. Whenever possible, try to ask questions with "yes", "no" answers.

PART II (Continued)**YOUR RESPONSIBILITIES WITH THE HANDICAPPED STUDENT**

Handicapped students often have special needs when they register. The Special Needs Department has a system set up to make things easier for anyone who may find it difficult to register. If, however, a handicapped person prefers to register without assistance, we must make sure the individual goes through registration as comfortably as possible. The handicapped appreciate services that make things easier for them. In general, however, a handicapped person does not want to be treated as an oddity and does not want pity.

When you meet a particular registrant, you may not know whether that student is a victim of a particular handicap. Consequently, you must be sensitive and respectful of every registrant.

FACTS ABOUT THE COLLEGE

Our academic bulletin has valuable information about the college. Take time to read through it. Surely, if you do, you will feel more comfortable in doing your job.

You can use this page as well as the next for your notes and questions pertaining to the academic bulletin.

PREFACE TO PART III

It is time for the special program.

You will have an opportunity to imagine yourself in the positions of several workers. Sometimes you will be asked what a worker should say in a particular situation. Other times you will be asked to describe what actions a worker should take in a specific instance. At the very end of the program you will see three different workers on the job. You will then be given a chance to select who you believe is the most effective worker.

As you watch the presentation feel free to jot down in the space provided any comments and questions that come to mind. You might also want to discuss these issues or others with your interviewer or supervisor.

As you go along through the program you will be asked to answer some questions. These questions are intended to help you learn. The person whose voice you will hear during the presentation will tell you each time you are expected to answer a question.

After you have decided on your answer, simply draw a circle around the number in front of it. No one will see your answers unless you choose to show them.

Now you can tell your interviewer that you are ready for the audio-visual presentation. We hope it will help you. We hope you will enjoy it.

PART III**AUDIO-VISUAL PRESENTATION ANSWER GUIDE**

Possible Choice for Episode No. 1 (Romantic encounter)

1. Directs people to the class cards station
2. Gives out class cards
3. Distributes parking permits and directs people to the class cards station
4. Directs people to the parking permit area

Possible Choice for Episode No. 2 (Worker trying to deal with two students)

1. Records social security number of each student
2. Gives a master card to each student
3. Gives a parking permit to each student
4. Gives a class card to each student

PART III (Continued)

Possible Choices for Episode No. 3 (Student wants help filling out forms)

1. "Well, you got to do it, and I'm not allowed to help you."
2. "There really aren't that many forms. It just seems that way."
3. "Oh, I know just how you feel. They give you so many forms to fill out. Give me one, and I'll start you off."
4. "I'll be right here to answer any specific questions you might have, but I have to be available to help other students who might need me."

Now underline either the word "college" or the word "student" in each of the following:

Number one shows you are aware of the needs of the college or the needs of the student?

Number two shows you are aware of the needs of the college or the needs of the student?

Number three shows you are aware of the needs of the college or the needs of the student?

PART III (Continued)

Possible Choice for Episode No. 4 (Sergeant who is unable to pay)

1. "Look, don't worry. Just come back Monday and pay, and I'll make sure you get your cards."
2. "Don't worry about it. I'll put out the money for you, and you can come by and pay me on Monday. Have a nice weekend."
3. "You'll have to pay by 8:00 P.M. That's our policy. We're simply not allowed to make exceptions."*
4. "I understand your predicament. I'll get one of our supervisors to discuss the problem with you."

PLEASE WRITE DOWN YOUR PHRASE

*This might not necessarily be the policy on your campus. Your supervisor will bring you up to date on all college registration policies.

PART III (Continued)**Possible Choice for Episode No. 5 (First time registering)**

1. "Oh, I really feel sorry for you, but Suzy over there can help you because she's been a student here for a long time."
2. "All of our English teachers are good. You just pick a good time for English, and we will do the rest."
3. "I understand how you feel. You'll find our advisors and counsellors helpful in alleviating the problem."
4. "I know how you feel. English was always difficult for me, but I've heard over the years that the instructor in section #1011 is great."

Possible Choice for Episode No. 6 (Student is unable to register)

1. "I'm terribly sorry; let's see what we can do about it."
2. "Perhaps there is an error. We'll check it out right away."
3. "You must owe the college money or you wouldn't have this problem. You cannot register until you pay."
4. "This happens all the time. Don't worry about it. The college probably goofed up."

PART III (Continued)

Possible Choice for Episode No. 7 (Student works)

1. "I care. Let's sit down, and I'll help you find other courses to fit in your work schedule."
2. "I know how you feel. There are plenty students who feel the same way you do. You should probably talk to your dean."
3. "That's terrible. If I were you I would talk to your boss and try to rearrange your work schedule to fit in with other classes."
4. "I see your problem. I'm sure you'll find one of the counsellors over there very helpful."

PLEASE WRITE YOUR PHRASE

PART III (Continued)**Episode No. 8 (Foreign student)**

List what the worker did that was ineffective.

Episode No. 9 (Handicapped student)

List what the worker did that was ineffective.

PART III (Continued)

Episode No. 10 (Female student looking for help)

List what the worker did that was ineffective.

PLEASE WRITE YOUR PHRASE

Episode No. 11 (Student requests permit change)

Which worker is most effective?

1. Worker No. 1
2. Worker No. 2
3. Worker No. 3

SELF-CHECK FOR NEW WORKERS AND FOR EXPERIENCED WORKERS

PLEASE READ THE FOLLOWING STATEMENTS AND
THEN CIRCLE "TRUE" OR "FALSE"

1. Your only responsibility is to perform your assigned procedure.
True or False
2. You cannot become distracted from your work if you have learned how to perform your registration procedure. True or False
3. One of the biggest problems you will have on the job is trying to accurately repeat the phrase you were told to say to the students. True or False
4. When you answer a student's question, you must give a reply that shows you are more concerned about the needs of the student than the needs of the college. True or False
5. Always try to give the student as much help and advice as you possibly can. True or False
6. Even though supervisors are very busy during registration, always attempt to contact them when in doubt rather than try to solve the problem with your own common sense. True or False

7. On the job, you should always be empathetic and understanding but not judgmental. True or False
8. When you are talking to students, always try to address them by name. True or False
9. It is impolite to ask questions that students can answer only with "yes" or "no". True or False
10. If you know you will be gone from your station for no longer than two minutes, you do not have to get permission from your supervisor. True or False

Check the answer key on page 43.

REMINDER

The first day of registration you might find yourself doing everthing perfectly. As the procedures become more routine, you could discover yourself saying the wrong thing at the wrong time.

At the end of a long day it is so easy to slip up and forget some of the important skills you have learned in this manual.

ALWAYS PAY CAREFUL ATTENTION TO YOUR OWN LEVEL OF PATIENCE AS YOUR WORK DAY DRAWS TO A CLOSE.

Feel free to give your supervisor any suggestions and recommendations pertaining to registration.

ANSWER KEY FOR SELF-CHECK ON PAGE 8

1. False
2. False
3. True
4. False
5. False
6. True
7. True
8. True
9. False
10. False

Do not be surprised if you missed a few.
This is quite common. Continue in this manual
now beginning on page 10 to discover the story
behind the correct answers.

ANSWER KEY FOR THE AUDIO-VISUAL PRESENTATION

EPISODE	ANSWER
Episode No. 1	3
Episode No. 2	2
Episode No. 3	4
Number 1	College
Number 2	College
Number 3	Student
Episode No. 4	4
Number 1	Student
Number 2	Student
Number 3	College
Episode No. 5	3
Episode No. 6	2
Episode No. 7	4
Episode No. 8	Smoked on the job Spoke loudly Spoke discourteously

ANSWER KEY (Continued)

EPISODE	ANSWER
Episode No. 9	Spoke loudly Ate on the job Did not ask questions with "yes" and "no" answers Spoke discourteously
Episode No. 10	No one greeted the student No one seemed to care

In the last segment of the audio-visual presentation you saw three scenes. You were asked to choose the most effective worker in those three scenes. The correct answer is "number one."

During the presentation you were asked to write the following phrase three times.

"Please make sure you write your social security number on the back of your check."

ANSWER KEY FOR SELF-CHECK ON PAGE 36

1. False
2. False
3. True
4. False
5. False
6. True
7. True
8. True
9. False
10. False

If you have missed more than two questions, it would be wise to view the presentation again.

A Description for the
Workshop to Accompany
Registration: The Important First Impression

ACKNOWLEDGMENTS

Subject matter specialists from Macomb Community College aided me in the design of this suggested workshop. I appreciate their invaluable assistance.

Paulette Condida-Bryant, Coordinator of Admissions, Records,
and Registration, Center Campus

Charles Dennis, Associate Dean, Admissions, Registration, and
Placement, Center Campus

Stephany Luszczak, Coordinator of Registration and Admissions,
South Campus

Salvatore Evangelista, Associate Dean, Admissions, Registration,
and Financial Aids, South Campus

Phyllis Beaver
Department of Research
College Planning and Development
Macomb Community College

Suggested Materials for the Workshop

- I. The audio-visual presentation in case reference is made to it.
- II. Handouts of the following items prepared for each worker:
 - A. The key phrase they have to memorize for their particular station
 - B. A list of the full-time registration staff including the faculty and counsellors who are participating that particular semester
 - C. A brief description of the procedures for which they are responsible at their particular station
 - D. Pencils
 - E. Container or hat to hold the slips of paper

For further information concerning the manual, audio-visual presentation, and workshop please contact:

Phyllis Beaver
Research Department A-202
Macomb Community College
44575 Garfield Road
Mount Clemens, Michigan 48044
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Workshop

The following is one possible format for a two hour workshop. This workshop should be conducted after the workers have read the manual and viewed the audio-visual presentation.

- I. Introduce members of the college staff who would be important people for the workers to know 5 minutes
- II. Discuss the goals of the workshop 5 minutes
 - A. Help the workers develop:
 1. More confidence before they begin their job
 - a. Explain that this will be done through participation in simulation activities with fellow workers.
 - b. Explain just briefly how the simulation will be conducted.
 2. A positive attitude toward the registration process
 3. A positive attitude toward their job
 4. The skills for being formal yet friendly when they interact with students
 5. A better understanding of the skills that were developed in the manual and audio-visual presentation
 - B. Review the workers' behavioral responsibilities stated in the manual
- III. Present an overview of why we have registration. 5 minutes
- IV. Define procedures for each station 45 minutes
 - A. Explain very briefly to the one large group of workers what is basically done at each station.
 - B. Break up the large group into smaller ones according to the various stations.
 - C. Assign full-time staff (one to each group) to thoroughly explain what the procedures and activities are for the station to which they were assigned.
 - D. Distribute instruction sheets to each worker that will explain exactly what they are to do at their own particular station.

- Break 10 minutes
- V. Review any particular responsibilities from the manual and audio-visual presentation to which you would like to draw particular attention 10 minutes
- A. Note any specific responsibilities unique to your college that were not mentioned previously
 - B. Note any additional behaviors you wish to discuss. The following might be two such examples:
 - 1. Chewing gum on the job
 - 2. Becoming nervous at the sight of long lines
- VI. Briefly mention the following types of students who can cause problems at registration: 10 minutes
- A. Angry and hostile
 - 1. Spreads to other students
 - 2. Often loud and bitter
 - B. In a hurry
 - a. Resents time being spent
 - b. Is often pushy
 - C. Fearful
 - D. Seems to know everything (the "know-it-all")
 - E. Seems to know nothing about registration or college
 - F. Frustrated because of something that happened
 - G. Registers for another person
 - H. Wants to register at more than one campus at the college
 - I. Repeats story over and over again which oftentimes has nothing to do with registration
- VII. For the simulation, divide workers into groups, preferably according to their work stations simulation takes about 30 minutes
- A. Each person draws three slips of paper out of a hat or container. Each paper contains a comment that could be said by a student. (see appendix)
 - B. Each person role plays the image conveyed by the student on the slip of paper, making sure to verbalize the comment

the way it is stated. The other workers in the group have an opportunity to role play as the actual workers responding to the student. The workers' responses are written down on the back of the slip of paper.*

- C. As the workers are talking in their various groups, the registrar and other full-time staff people who work on registration will rotate from one group to the next. They will answer questions that arise pertaining to the various responses to the student comments.** In addition, there are certain types of comments (not included in the randomly chosen slips of paper) that will be difficult for the workers to role play. These more troublesome comments will be "acted out" by the registrar and full-time staff. As they go from one group to another they will take the part of the student at times and get the responses from the workers in each group. (See Appendix, page 41)

VIII. Questions and Comments 5-10 minutes

Suggestions for Post Workshop Activities

1. Pot-luck lunch following the workshop
2. Workers could go to the school cafeteria and eat lunch together
3. Tell everybody to bring brown bag lunch and college could provide donuts and beverage

Total Time For Workshop 130 minutes

*Before the groups begin to work on their own, it is a good idea to go through one of the role playing situations. This will show the workers what you expect them to do in their smaller groups.

**The staff person should go over the reactions written on the slips of paper and indicate the best answers.

Appendix

On the next several pages you will see 50 comments that could be said by students. By simply copying these pages and then cutting on the dotted lines you will have all of your student comments ready to use for the workshop.

If you have a group of workers that number more than 50, you might find it necessary to duplicate each page a few times because you will want three slips of paper for each worker.

When you have finished clipping the comments, place them in one or more containers for easy distribution. Make sure you put only one set per container so that a worker cannot pull out the same comment twice. Also, be certain that all of the members of one small group pull their slips from the same container.

Note: Please pay careful attention to page 41.

I have to get to work. I'll never get there on time if I have to go to all of those stations. What should I do?

How do I pay my bill?

I don't know what classes to take. Do you have some time to help me?

Do you think it's good to take evening classes?

Do you think it's bad to have 8:00 a.m. classes?

I know I can pay tomorrow because my friend did it.

I know I can register today even though my permit is for next week because my sister does it all of the time.

My daughter is on vacation so I want to register for her.

Are you sure you did everything on that form you were supposed to?

My friend had to work today so I'm going to register for him and myself.

This class is filled. I have to have it in order to graduate. What should I do?

What do you mean, I can't register? I sent my money in the mail. Didn't they get it.

I refuse to wait in this line. I've got an important appointment in 45 minutes.

I'm going to report you. Where is your supervisor?

This is the worst registration process I've ever seen. Why is it so disorganized?

With these crutches and all of these forms it's hard for me to get around. How will I ever be able to get through registration.

It's none of your business what race I am.

It's none of your business what salary I make.

I made a mistake and registered for the wrong section. What should I do?

I'm so frustrated. I don't know what to do. I left my money and credit cards at home. I don't even have my check book with me.

This whole registration stinks. It's going to take me hours to get through. What should I do?

Why can't this line move faster? What's holding things up?

I have to get to work. I'll never get there on time if I have to go to all of those stations. What should I do?

They did it again. This really makes me furious. There's a hold on my record. What should I do?

Come on. Let's hurry up there. I'll be here all day. You're the worker, can't you speed up this line?

I am really angry. All the sections are filled in this biology class I'm required to take. That's really a dirty deal. What should I do?

All you have to do is look up a number. What's taking you so long?

I'm going to call the president's office. There's no reason why you can't get me in the classes I need. What is the president's number.

You don't know what you're doing? You're charging me too much money.

Now wait a minute. I couldn't possibly owe all that money. I refuse to pay this.

Come on. I've got to get out of here. I have to pick my kids up at school, and you're just taking your good old time with my paper work.

Do me a favor and get me out of here fast so I don't have to go to all of those stations.

Even though my permit is for tomorrow, I really need to register today. Letting one person go through won't make any difference.

I'm really scared, I never registered before, and I know I'm not going to do this right.

I'm afraid I'm going to pick the wrong physics teacher, and I'll fail the course. I'm really frightened.

I'm so scared I can hardly stand up. I don't know what to do first.

I have to pick the right courses or I'll mess up my whole program.
I'm really frightened that I'll choose the wrong classes.

I am petrified. I just know I'm going to do something wrong and
mess up my whole schedule.

Everything here is planned wrong. You should have station four be-
fore station two and station five before station three.

This card is designed all wrong. They should have you putting your
last name last.

You should have at least 20 more people working here so that the lines aren't as long.

If I ran my business like you run registration I'd be broke. I'm going to call my senator.

You can't tell me all of these forms are important. I'll bet half of them are ignored.

Your signs outside are terrible. I didn't even know where to park.

You should at least provide food and drinks for the students while they're registering.

You should have this registration done in another building where there's more room.

Can you please fill out this form for me? I don't know how to do it.

I don't know where to begin. How do I register?

I have all the money I owe except two dollars.

Even though there's a hold on my record I know it's a mistake. Just register me anyway.

The following are examples of some of the types of comments that are more difficult to handle. These are the kind that are appropriate for the staff to "act out" as they go from group to group. (See VII C of the workshop outline).

1. My twin cousins are out of town, and they asked me to register for them. One is in the nursing program, and one is in the business program. I'm also going to register for myself.
2. I work closer to the other campus, but I live near this campus so I'm going to take two classes here and one at the other campus. I want to register for everything here today.
3. I am a resident of this county. I just moved here two weeks ago, and that's why my driver's license is not up to date. I am eligible for resident tuition.

You can add several others to this list that are unique to your college and have not been stated in this appendix.

Up to this point in the workshop the workers have been practicing the responses that are appropriate to say to students. When the registrar and other staff members rotate among the smaller groups to role play some of the more troublesome problems, the following skill should be practiced:

SKILL

Ask questions that have "yes" or "no" answers.

* * * * *

Workers must understand that they should ask questions of students that will elicit an answer of "yes" or "no." This technique cannot be over emphasized. The workers must be taught that this approach will save them and the student registrants time and inconvenience.

To avoid confusion it is best to discuss and practice these "yes" and "no" answers only when the workers are in the smaller groups working with the staff members.